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ABSTRACT

Recent findings in the literature on child abuse have been inconsistent and often contradictory, perhaps in part because most researchers treat child abuse as a homogeneous psycho-social phenomenon and commit the error of group averaging. One methodology which deals directly with the problem of homogeneity error is the typology approach. This methodology attempts to develop a system of categories that are sensitive to whatever groupings exist in a population. Employing the typology approach, the present, ongoing research explores demographic, personality, emotional and stress variables and includes families from different ethnic groups as well as a broad range of abused children in a control group design. To date, data have been collected on 12 families within each of three groups: (a) abusing families involved with the Children's Aid Society of Metropolitan Toronto (CASMT), (b) non-abusing, problem families in CASMT, and (c) non-abusing, non-problem families whose children attend a day nursery. The following instruments are being used: (1) Basic Personality Inventory, (2) Personality Research Form (altered form), (3) Schedule of Recent Experience, (4) The Vanderveen Family Concept Test, (5) The Michigan Screening Profile of Parenting, and (6) a study questionnaire measuring demographic and social factors. It is hypothesized that child abuse can be understood in terms of types of abusing families and that there are identifiable differences between abusing and non-abusing, demographically similar populations. Data that have been collected are presented in tables and figures.
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A TYPOLOGICAL APPROACH TO THE UNDERSTANDING

AND

TREATMENT OF CHILD ABUSE: PRELIMINARY RESULTS

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April 9, 1980

A B S T R A C T

RECENT FINDINGS IN THE LITERATURE ON CHILD ABUSE HAVE BEEN INCONSISTENT AND OFTEN CONTRADICTORY (E.G., FRIEDMAN, 1976). ONE POSSIBLE EXPLANATION IS THAT ABUSE IS REALLY NOT THE HOMOGENEOUS PSYCHOSOCIAL PHENOMENON PREVIOUS RESEARCH HAS PRESUPPOSED. THUS, RATHER THAN CHILD ABUSE, WE MAY HAVE CHILD ABUSES.

INFORMATION IS BEING COLLECTED ON ABUSE AND NONABUSE POPULATIONS AND WILL BE ANALYZED BY MEANS OF A "CLUSTER" ANALYSIS WHEN THE DATA COLLECTION IS COMPLETE. IT IS HYPOTHEZIZED THAT WITHIN THE ABUSE POPULATION MEANINGFUL AND DISTINGUISHABLE 'TYPES' OF FAMILY STRUCTURES WILL EMERGE AND THAT THESE WILL DIFFER FROM THE TYPES CONSTITUTING THE NONABUSE CONTROL FAMILIES.

Acknowledgements

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Although the literature on child abuse has become voluminous since the problem was first recognized 18 years ago (Kempe et al., 1962), progress in its understanding and resolution has been disappointing. Indeed, several researchers (e.g., Friedman, 1976) argue that not only is little known about abused children and their abusing caretakers, but that what is known rests on shaky grounds.

How is one to account for this paradoxical lack of progress? As Friedman notes, part of the difficulty stems from a lack of sound research. Yet, perhaps more than this a plan for a rationally organized attack on the problem of child abuse has been absent (Cain and Klerman, 1979). The research project discussed below is conducted within the framework of one such plan.

The framework for the present research is based on two assumptions. First, problems in child abuse are of an embedded nature, where solutions to 'outer' problems (e.g., treatment) are dependant upon prior solutions to 'inner' problems (e.g., description). Before deliverable treatment and prevention programs can be developed, rational treatment and prevention models must first be devised. Such models, however, depend on understanding the causes and consequences of child abuse. But to understand these causes and consequences, one must first be able to describe the empirical character of child abuse.

The second assumption is that problems in child abuse will not yield as readily to 'one shot' studies as they will to research programs (i.e., a planned series of integrated studies, which successively build on prior results, Weimer, 1974).

If we are to understand and eventually deal with the causes and consequences of child abuse, we must first have a clear account of its empirical character. Thus, the problem this research paper addresses is the innermost problem, description. Description can be accomplished by developing profiles of abusing caretakers, their abused children and/or their social and interpersonal contexts -- distinct from profiles of non-abusing but otherwise similar families.

Current claims about causes or descriptions of child abuse (the distinction being poorly maintained in the literature) appeal either to sociological or psychological factors. Indeed, most of the research in child abuse can be categorized in terms of one or the other camp. Studies attributing the causes of abuse to social and cultural factors have implicated such variables as economic deprivation, inadequate education, social isolation, unemployment, broken families, etc., (e.g., Gil, 1969, 1970). Other studies attribute the causes of abuse to psychological factors and have implicated variables such as psychopathology in parent-parent and parent-child relationships,

low self-esteem, feelings of inadequacy, high dependency needs, rigid or unrealistic expectations of children, emotionally unsupportive marital relationships, character disorders, etc., (e.g., Steele and Pollock, 1968; Helfer and Kempe, 1968).

Although there is now general agreement that both classes of factors are involved, there is little agreement on their relative importance (Kent, et al., 1977): results of studies are either variable or uninterpretable due to serious methodological errors. Studies attempting to delineate either psychological profiles (for a review, see Spinetta and Rigler, 1972) or sociological profiles (e.g., Gil, 1969, 1970) of abusing families have produced inconsistent and even contradictory findings.

There are several possible explanations for these inconsistencies. First, since selection of abusing samples is frequently conducted within social welfare agencies or hospitals, definitions of abuse will vary with the agency or hospital, and hence from study to study. Moreover, the definition and sample selection procedures used are often not reported. Second, many of the studies attempting to identify characteristics of abusers or abusing situations have failed to include a comparison group. Without data from a comparison group, there is no way to ensure that the effects associated with abuse are in fact due to abuse.

Third, researchers often conduct their research two to three years after the abuse incident has occurred. Presumably one gets a more variable (and less true) picture of conditions as they were at the time of the abuse incident as time elapses. (Ideally, one would obtain measures at the time of abuse--or even just prior to the abuse--to eliminate those changes that occur as a consequence of abuse; e.g., defensive personality of the abuser.) Finally, most researchers treat child abuse, either by default or intent, as a homogeneous psycho-social phenomenon, and as a result may have committed the error of group averaging.¹ In child abuse research, this error can cause several problems. If a group profile of abuse cases (i.e., the average) does not typify the majority of the cases in the sample, then the group profile has 'washed out' substantive differences and has thus concealed the presence of meaningful subgroups. Inconsistency of findings across studies may thus

1 The nature of this error is illustrated by the following example: If, of ten children, five are eight years old and five are sixteen years old, the mean of the group, twelve, characterizes no child. Note also that the value of the group mean will vary depending on the sampling ratio of subgroup elements, i.e. the degree to which younger and older children are over or under-represented in a sample.

be due, in part, to under or over-representation of various abuse subgroups sampled in the different studies.²

One methodological approach which deals directly with the homogeneity problem is the typology approach. The use of the typology approach to rectify a group averaging error has been successful in the area of delinquency (Smiley, 1976), drug abuse (Braucht, Kirby and Berry, 1978), adult crime (Carlson, 1972) and alcoholism (Skinner, Jackson and Hoffmann, 1974). The methodology attempts to develop a system of categories that are sensitive to whatever groupings exist in a population.

In the area of child abuse, several investigators have used the typology approach to identify types of abusing families (Boisvert, 1972; Delsordo, 1963; Kent et al., 1977; Merrill, 1962; Olson, 1976; and Zalba, 1966). However, with the exception of Kent et al.'s work, statistical methods have not been employed and the resulting types have consisted largely of clinical impressions. (For a summary of the types, see Table 1.)

2 It should be noted that the above problem may also explain the failure of treatment models: If treatment is aimed at the 'average' abuse case, as is true in most treatment models, then that treatment program will not be aimed at the critical aspects of a case insofar as it differs from the average.

Kent's study, however, improves on the clinical approach by utilizing a sophisticated statistical technique known as cluster analysis. Yet, even the Kent et al. study is lacking in several respects:

- (a) since data were collected largely on demographic variables with minimal attention to personality, emotional and stress factors, the spectrum of information made available is narrow;
- (b) since the ages of the abused children studied were restricted to 3 years and under, conclusions are therefore limited to that age range;
- (c) since the families studied were largely Mexican-American and black populations, conclusions are restricted to similar populations; and
- (d) of most importance a control population, which is necessary to isolate differences between abusing and non-abusing families, was not used.

To remedy these problems, the present research has included not only demographic variables, but also personality, emotional and stress variables. Moreover, a broader age range of abused children are included. Also, families from all ethnic groups served by the sponsoring agency (Children's Aid Society of Metropolitan Toronto) were studied. A control group

consisting of non-abusing agency families was included to permit comparisons between abusing and non-abusing families. Finally, a second control group consisting of more 'normal' families was included to provide a clearer picture of how abusing parents differ from non-abusing parents.

It was hypothesized that child abuse is not a homogeneous phenomenon but rather is a set of heterogeneous phenomena, definable and clinically understandable in terms of types of abusing families (in the sense defined earlier). It is further hypothesized that there are identifiable differences between abusing and non-abusing but demographically similar populations. These hypotheses will be examined in terms of a cluster analysis (Modal Profile Analysis). The expected output of such a procedure is a category system that is sensitive to whatever subgroupings exist in the psycho-social structures of abusing families as distinct from non-abusing families. If it is true that abuse is not a homogeneous psycho-social phenomenon, the descriptive data should provide the bases for a typology of child abuse which reflects the different patterns of family structures and dynamics, and the varying contributions of sociological and and psychological variables (Kent et al., 1977).

The development of such a typology would be an important first step toward solving the description problem since, among other things, it would suggest that:

- (a) rather than 'child abuser' there are 'child abusers' (in the sense of different family patterns);
- (b) these types are the result of different constellations of psychological and sociological variables; and
- (c) treatment and prevention programs, to be effective, must take account of typological differences as well as commonalities.

METHOD

Subjects

Psychological and sociological information is being collected on groups of (a) abusing families; (b) non-abusing, but problem families; and (c) non-abusing, non-problem families. To date, data have been collected on 12 families within each of the three groups. The abusing group and the non-abusing problem group consist of families who are involved with the sponsoring agency. The second control group, which is not involved with any social service agency for family problems, consists of families whose children attend one of the day nurseries of the Metro Day Care Centre in Toronto. All families come from low to low-middle class backgrounds.

Selection of Subjects

Abuse group. The literature suggests that physical abuse, sexual abuse and neglect are distinct phenomena with quite different underlying dynamics (Gil, 1970; Kent, 1973). Although all these are important areas, this study restricts its focus to abusers whose children have been physically abused (as defined by the agency³). Since we are interested in abuse as a family problem, the abuser must have been a 'parent' (i.e., a person who was living with the child and functioning as a parent at the time of the abuse incident. e.g., biological parent, step-parent, foster parent, adoptive parent, common-law parent, etc.). Thus, only those cases where physical abuse has been substantiated were included.⁴

Selection of families on the basis of the age of the physically abused child was unrestricted (i.e., children from

3 The Children's Aid Society's definition of child abuse is nonaccidental use of physical force by a parent or caretaker resulting in physical injury or death of a child.

4 Obviously, with adequate time and resources, the methodology could be extended to include parents whose children were sexually abused or neglected. Additionally, one could also collect more extensive psychological information on the child.

infancy to adolescence were included). Finally, the length of time since the last substantiated abuse incident was one year or less.⁵ All the abuse families who met the criteria for selection were approached to participate in the study.

Comparison group 1 (non-abusing problem families).

The families for this group were randomly selected from those cases involved with the agency for reasons unrelated to child abuse, (i.e. the agency's mandatory involvement and voluntary involvement cases). As with the abuse group, the family's length of contact with the agency was one year or less since the most recent incident necessitating greater agency involvement.

Comparison group 2 (non-abuse, non-problem families).

All parents whose children attended one of three Metro Day Care Nurseries (approximately one hundred fifty) were asked to participate. Of those 65 who agreed, 12 were randomly selected. The one condition for involvement was that families could not be involved with a social service agency for family-related problems.

5 This time interval was chosen to provide a good balance between maximizing the amount of information available to the agency on the family and minimizing distortions in the data occurring as a function of time since the abuse incident, and agency involvement with the family.

Procedure

Once a family meeting specified requirements had been selected, the family was approached by their social worker regarding participation in the study. The second control group was contacted by the project's research assistant. Since it is important (for methodological reasons) that negotiations with subjects be done in a comparable manner, the worker discussed the essence of a letter written for this purpose and then left the letter with the family. If the family agreed to participate, the worker completed a Pre-Study Questionnaire (designed to ensure that families did indeed meet the study's selection requirements). The study instruments, administered in a pre-determined random order were then completed by the parent(s).

Materials

The following criteria were applied in determining the selection of test instruments:

- (a) Instruments should include those variables the literature has indicated as important in increasing our understanding of abuse (i.e., personality, emotional stress, demographic and social variables).
- (b) The instruments should meet test standards of high reliability and validity.

- (c) The instruments should be relatively easy for the participating parents to complete.
- (d) The variables measured by the instruments should be understandable and relevant to the abuse worker.
(Instruments have questionable value if the worker cannot 'see' for herself or be trained to see what is being measured.)

Based on these considerations, the following instruments were selected:

(1) Basic Personality Inventory (BPI)

This is a true-false, construct-oriented questionnaire, consisting of 240 items providing information on 11 clinical scales. Areas of functioning assessed by this inventory include antisocial behaviour, rebellious attitudes, impulsivity, anxiety, self-confidence/depreciation, paranoid ideation, thinking disorders, hypochondriasis, denial, social isolation, depression.

(2) Personality Research Form (PRF) (altered form)

This is a structured personality test consisting of 192 items that yield scores on 10 personality scales (e.g., achievement, aggression, nurturance, dominance, change, endurance, defence, order, sentience, succorance). It provides scores for "personality traits broadly relevant to the functioning of individuals in a wide variety of situations" (Jackson, 1974).

It is thus primarily intended to focus on areas of normal rather than psychopathological functioning. (It is expected that abusers can be distinguished from each other and from non-abusers on certain normal traits.) The items are answered in a true-false format.

(3) Schedule of Recent Experience (SRE)

The SRE is a schedule of 42 life change events which provides an indication of the stress the family is under. Items sample such areas as finance, occupation, health, etc.

(4) The Vanderveen Family Concept Test (FCT)

This test provides a measure of the family's social-emotional functioning. Scores on levels of family effectiveness, satisfaction and congruency are obtained.

(5) The Michigan Screening Profile of Parenting (MSPP)

The MSPP is "designed to provide information about how parents feel about some of their childhood experiences, how their children should or do interact with them, and their current interactions with family members and friends" (Helfer, Hoffmeister and Schneider, 1977). The MSPP also yields information on characteristics of the child, events which are (potentially) stressful to the parents, and some demographic information (e.g., race, family income, etc.). This test (except for the demographic items) consists of items answered in a 7-point Likert-type format.

Study Questionnaire

To supplement the standardized test information a comprehensive questionnaire was developed. This questionnaire consists of items which measure demographic and social factors. Many of the items were taken from the questionnaire used in Kent et al.'s study; as well, new ones were added. Examples of items are 'sex of child', 'mother's employment status', 'father's educational level', etc.

Whereas the standardized instruments are completed by the parents themselves, the questionnaire is completed by the family's case worker. There are two versions of this questionnaire: one for the abusing and one for the non-abusing subjects. The research assistant completed the questionnaire for the second control group.

DATA ANALYSES

The data will be analyzed in terms of modal profile analysis, a type-generating multivariate classification procedure developed by Skinner (1977). In Skinner's system, a set of ideal types is assumed to underly a given population. A type is an idealized modal profile - a hypothetical pattern of test scores assumed to typify individuals within a subset of the population. Each profile is individuated by a configuration of scores on a series of attribute measures. Jointly the set of profiles constitutes the typology. Although an individual's recorded profile may appear as a mixture of ideal profiles, it is assumed he resembles one ideal type most closely.

Skinner advocates modal profile analysis as a research paradigm for externally and internally validating the derived types. This is done in three stages: a) identification of preliminary types, b) replication of types across samples, and c) integration of types into a theoretical model which can be evaluated. The plan for the present is to follow the first two stages, as outlined below. In stage one, preliminary types are identified by developing within-sample types. Each of the three samples (abuse, problem comparison, nonproblem comparison) will be randomly divided in half. To eliminate problems associated with scale differences and with differences in means and variances, all measures will be transformed to T scores with mean 50 and variance 10. Scores are then intercorrelated and factored, the number of factors

selected depending on, among other things, their classification efficiency. In step two the degree of convergence between the two within-sample profiles is examined to provide an estimate of the number of modal profiles for the population. In effect, this is a process of replication across samples where the preliminary sample types unique to a sample, and common across samples are identified. The replicated model is then evaluated in terms of classification efficiency and percentage variance accounted for by the set of modal profiles

Primary data collection is still in progress. To date a sufficient number of subjects have not yet been assessed to permit modal profile analysis, and thus information on types cannot be presented. In lieu of this, the data that have been collected are presented in a descriptive format (See Tables 1 and 2, and Figures 1 - 4). Although the tables and figures suggest some differences exist between the three groups, one must be cautious in drawing conclusion regarding true differences from the data presented, as the homogeneity assumption made earlier would suggest differences and lack of differences will be revealed through the identification of types.

TABLE 1: TYPES OF ABUSING PARENTS*

MURKIN (1963)	Hostile, unresponsive Parent Continues and uncontrolled anger stems from parent's internal conflict. Parent has childhood history of severe emotional rejection and deprivation.	Wield, manipulative Parents Parents defend their right to punish their children when they perceive responsibility for the parents' trouble. Parents lack warmth and protective skills toward their children and make excessive demands of them.	Domestic, dependent Parents Parent is dependent, insecure, and prone to depression. Within the family unit, the parent competes with the child for the love and attention of the spouse.	Chronically disabled Parents Parents are out of work, frustrated, and responsible for the care of the child while the mother works. They suffer loss of status as well as loss of physical abilities.							
DELAUNO (1963)	Overly abusive Child abuse is rooted in an overuse of the parent's own frustration and irresponsibility. Abuse is repetitive, but not directed to any one child. The mother is most often the abuser and the father usually does not live in the home. Abuse is uncontrollable.	Manipulative abuse Parents are rigid, controlling, and self-righting. They defend their right to discipline their child (usually an adolescent) for failing to comply with their expectations. Often they are overindulgent. Abuse is controllable.	Battered child Severe abuse of infant is perpetuated by parent with high dependency needs who sees the child as a burden or competitor which has to be destroyed. Often, only one child in the family is abused. Abuse is uncontrollable.		Misplaced abuse Abuse is due to misplaced parental hostility which stems from marital conflict. The abuser is usually the father. The child abused is, generally, or illegitimate conception or birth, health damaged, or a parent in marital conflict. Abuse is controllable.	Mental illness Abuse is unpredictable, but ritualistic rather than impulsive. No particular psychiatric diagnosis is made. Abuse is uncontrollable.					
SALBA (1964)	Paradoxically angry and abusive Abuse is an impulsive and unfettered expression of general rage and hostility, which is part of the parent's childhood-interior personality. There is no pattern to the abuse. Most often the mother is the abuser and the father does not live in the home. Abuse is uncontrollable.	Cold, manipulative Discipline Abuse is in reaction to the child's need for closeness and affection, and intervention in body and sex. Parents have compulsively abused homes. They defend their right to punish their children. Abuse is controllable.	Overly responsive Discipline Abuse represents anger and resentment at having to meet the needs of others and at inability to meet the role expectations of a caregiver. Often only one child is abused, who is seen as a competitor or burden to the dependent parent. Abuse is uncontrollable.	Parent with identity role crisis Abuse represents the father's displaced anger at loss of responsibility for previous role performance. The father stays with children while the mother works. Abuse is controllable.	Impulsive, but somewhat ritualistic, with marital conflict Abuse is the result of marital conflict displaced onto the child. It is often limited to one child who is a peer in the marital conflict, or is illegitimate, etc. The father usually abuses. Abuse is controllable.	Paradoxically manipulative Abuse is unpredictable and ritualistic; it has idiosyncratic meaning related to the fantasies of the abuser. Abuse is uncontrollable.					
ROBERTS (1972)	The immature personality Same as Delaunoy category "Overly abusive" with the added observation that neglect as well as abuse is characteristic of family.	Cold, manipulative Discipline Same as Delaunoy category, "Disciplinary abuse."	The parent's overly responsive personality Same as Delaunoy category, "Battered child."	The displacement of marriage Same as Delaunoy category, "Misplaced abuse," with the exception that the abuser is usually the mother.	The displacement of marriage Same as Delaunoy category, "Misplaced abuse," with the exception that the abuser is usually the mother.	The narcissistic personality Same as Delaunoy category, "Mental illness."	The narcissistic personality Parent has history of narcissistic behavior and shows no anxiety or guilt for abuse. Often there are marital problems and alcoholism in family. Abuse is uncontrollable.				
LAMAR (1977) (Based on FEST, 63 & 1977 data.)	Overly abusive Abuse is perpetrated by a very young mother, often living alone with her children. As a child, she was abused and neglected, and her life has been shaped by physical, emotional and social deprivation.	Manipulative abuse The home environment is one of strict, parental discipline wherein the father abuses a male child. The parents are unrelenting about punishing the child. A more destructive psychological active toward an emotional child may be veiled under the rubric of discipline.	Irresponsible parent Chronic child abuse is an extension of abuse pervasive in the lives of the parents, including alcohol and drug abuse, criminal offenses and sexual infidelity. Neither parent appears able to care for him/herself, their home or their children.	Feelings of inadequacy The parents are ready and aggressive and have a history of anti-social behavior. They were abused themselves as children. The perpetrator, usually the father, has deeply rooted feelings of inadequacy and finds the demanding and defenseless child an ideal target upon which to vent his frustrations.	Misplacement of guilt and frustration A coercive father's jealousy and frustration are the likely motives for his abuse of an only male child. The mother's sexual promiscuity and lack of concern for others even her child, contribute to the father's motivation for abuse.			Social isolation Abuse is perpetrated by a very young mother, often living alone with her children. As a child, she was abused and neglected, and her life has been shaped by physical, emotional and social deprivation.	Self-mutilation behavior The very abuse appears to be a cry for help from a depressed and isolated mother who has received professional attention and help before. The mother lives alone with her child.	Child sexual abuse Sudden and severe abuse is perpetrated by parents with very rigid personalities and exceptionally high self-expectations. Outwardly, the family appears free of the problems usually associated with child abuse. However, the perpetrator's self-control breaks down as a result of a long-term stress on the family.	

* Taken from Lamar, 1977 (based on Kent's et al, 1977, data).

TABLE 2
SUMMARY OF FAMILY CHARACTERISTICS (1)

VARIABLE	SAMPLE FREQUENCIES		
	ABUSING FAMILIES	NON-ABUSING FAMILIES	CONTROL FAMILIES
<u>Sex</u>			
Male	2	3	1
Female	10	9	11
<u>Marital Status</u>			
Single	1	1	3
Common law	-	1	-
Married	7	4	2
Separated	3	1	7
Divorced	1	5	-
<u>Nationality</u>			
Canadian	11	11	11
Irish	-	-	1
Jamaican	1	-	-
North American Indian	-	1	-
<u>Employment</u>			
Professional	-	-	1
Administrator	-	-	1
Minor Professional	-	1	4
Technical, Semi-Professional	-	-	1
Clerical, Sales	-	2	2
Semi-Skilled	3	2	-
Houseperson	9	7	-
Student	-	-	3
<u>Public Assistance Recipient</u>			
Yes	5	5	-
No	7	7	12
<u>Public Housing Residence</u>			
Yes	3	4	5
No	9	8	7
	24		

Table 2 (con't)

VARIABLE	SAMPLE FREQUENCIES		
	ABUSING FAMILIES	NON-ABUSING FAMILIES	CONTROL FAMILIES
<u>Alcohol Abuse</u>			
Yes	4	6	-
No	8	6	12
<u>Drug Abuse</u>			
Yes	1	1	-
No	11	11	12
<u>Child</u>			
<u>Sex</u>			
Male	6	9	6
Female	6	3	6
<u>Birth Order</u>			
Youngest	-	3	
Second	2	4	
Oldest	7	1	3
Only Child	3	4	9

TABLE 3
SUMMARY OF FAMILY CHARACTERISTICS (2)

VARIABLE	SAMPLE MEANS, STANDARD, DEVIATIONS AND RANGES								
	ABUSING FAMILIES			NON-ABUSING FAMILIES			CONTROL FAMILIES		
	$\bar{X}$	SD	Range	$\bar{X}$	SD	Range	$\bar{X}$	SD	Range
<u>Parent's Age</u>	27.9	5.7	21- 44	34.4	8.8	21- 51	29.9	2.6	24- 34
<u>Parent's Years of School</u>	8.8	2.7	3- 14	11.5	2.5	8- 16	15.5	2.5	12- 20
<u>Child's Age</u>	6.8	3.6	2- 13	6.5	4.5	1- 15	5.6	1.8	3- 8
<u>Family's Monthly Income</u>	786	590	250-2,400	766	579	250-1,875	1,100	382	500-1,600
<u>No. of Children</u>	2.1	.9	1- 4	2.1	.8	1- 3	1.2	.4	1- 2

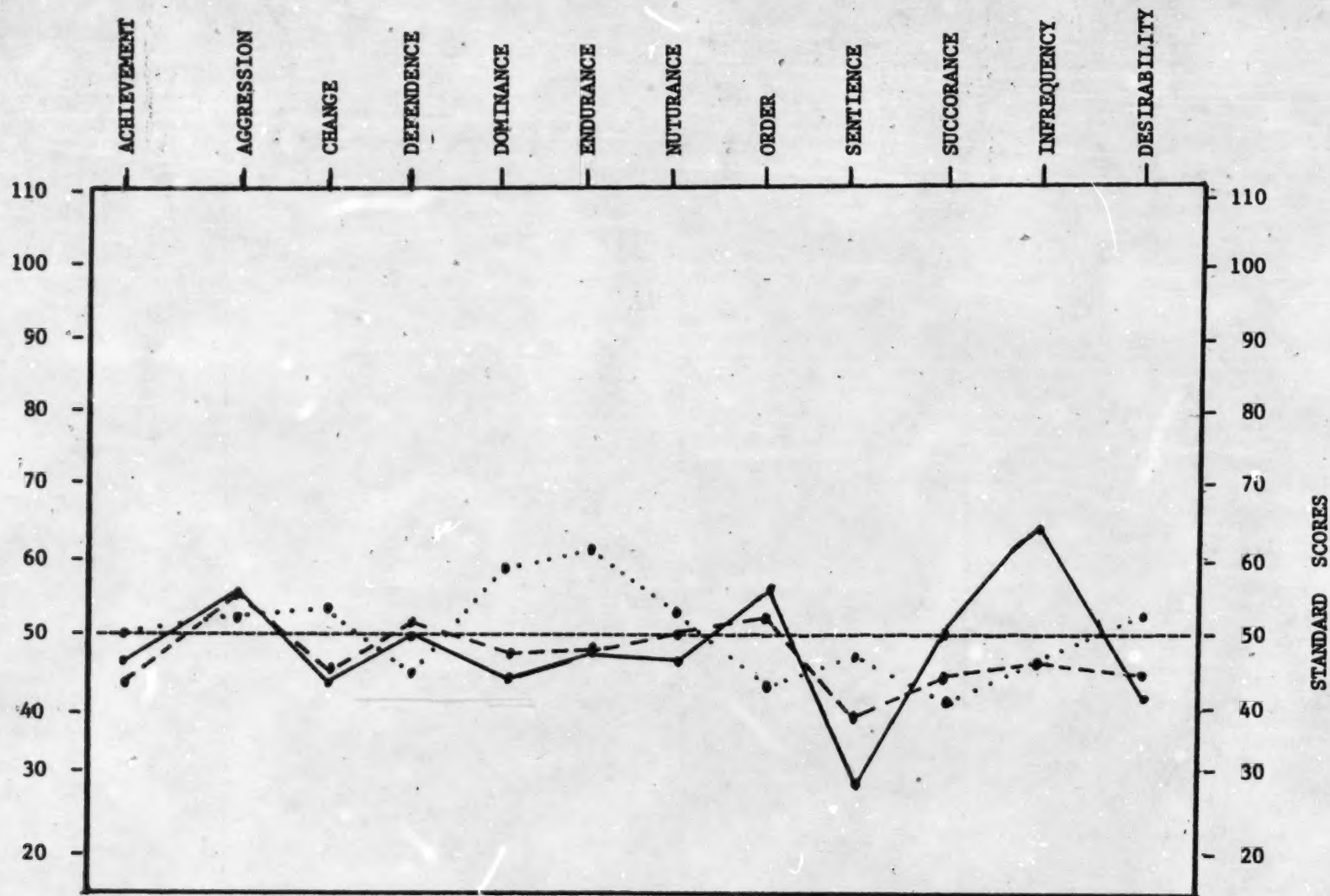


Figure 1. Personality Research Form Profiles.

abusing parent (—)

problem family (---)

nonproblem family (···)

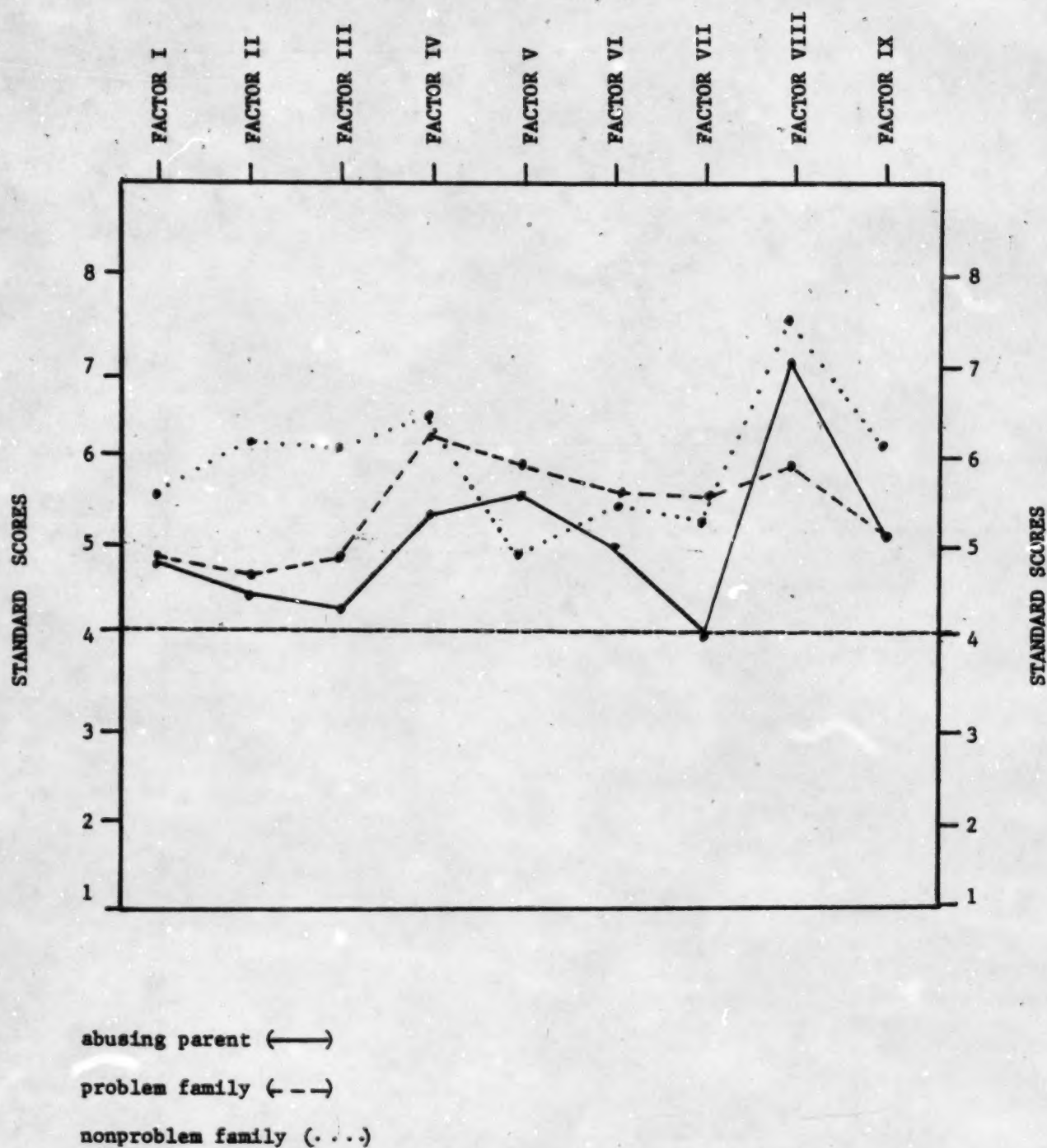


Figure 2. Family Concepts Test Profiles

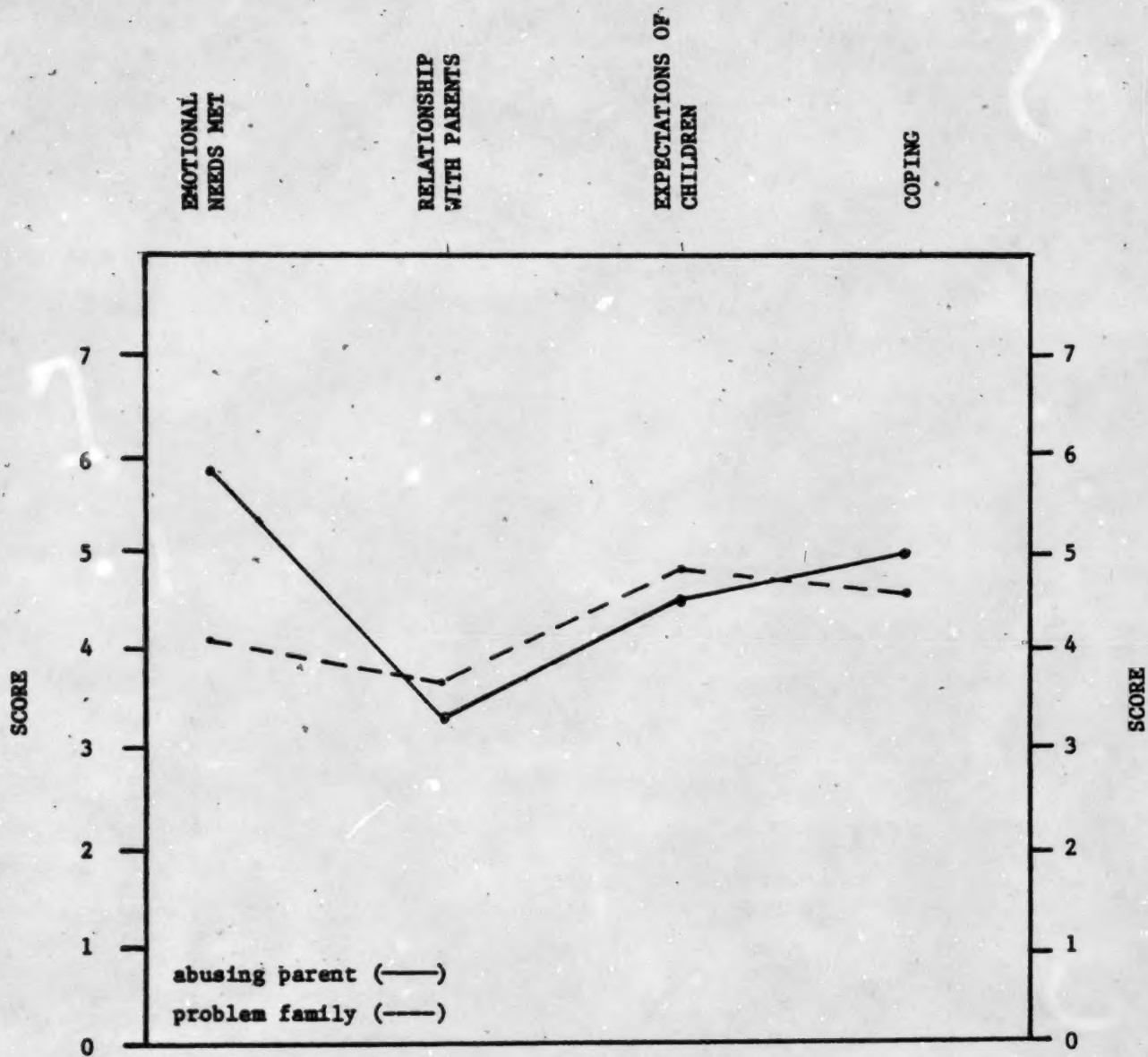
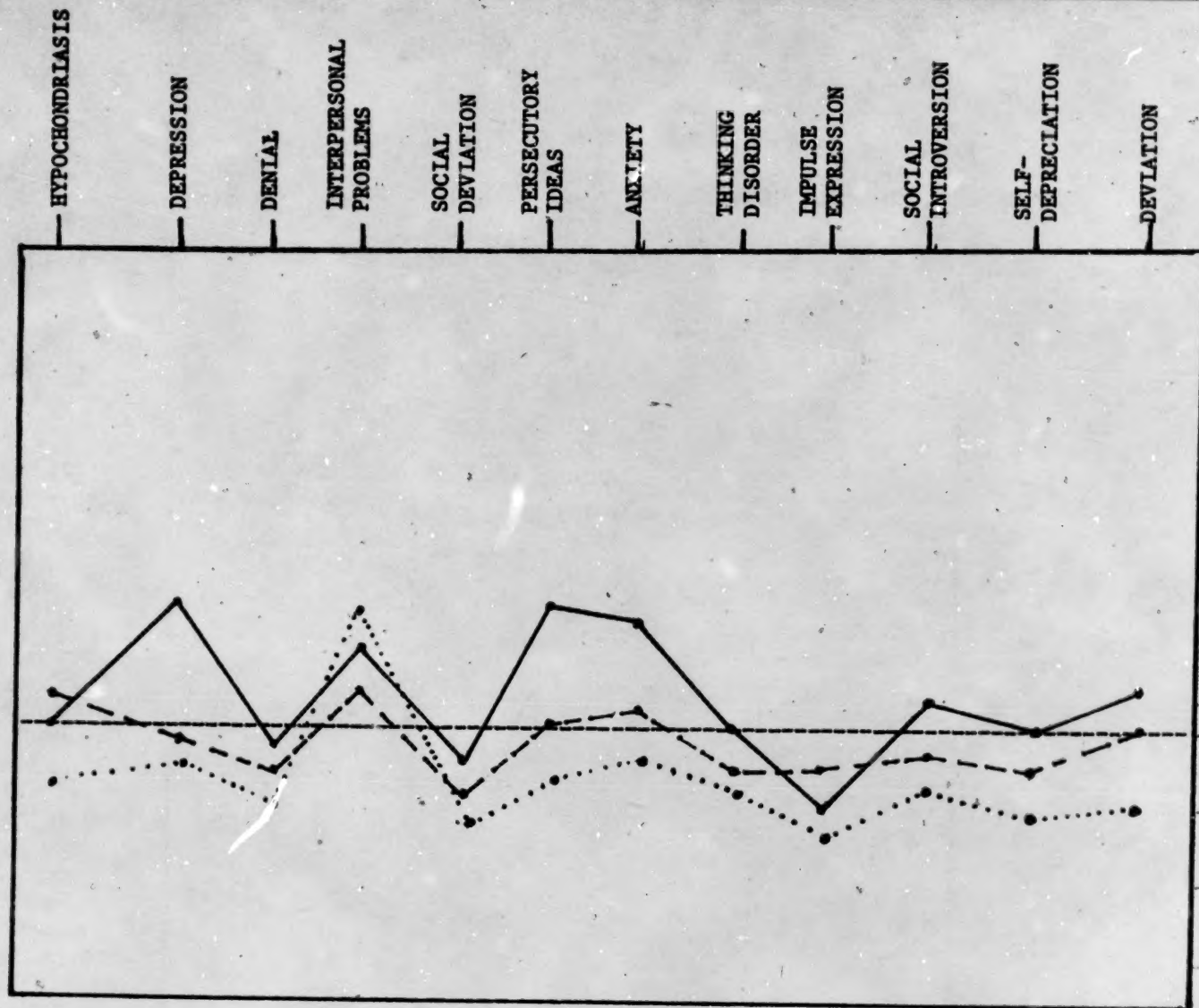


Figure 3. Scores for the Michigan Screening Profile of Parenting

STANDARD SCORES

110
100
90
80
70
60
50
40
30
20



abusing parent (—)
problem family (---)
nonproblem family (....)

STANDARD SCORES

110
100
90
80
70
60
50
40
30
20

Figure 4. Basic Personality Inventory Profiles